DOCUMENT RESUME

ED 111 304 HE 006 715

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TITLE Success After Graduation. A Study of the Baccalaureate Graduates of Empire State College.
INSTITUTION State Univ. of New York, Saratoga Springs. Empire State Coll.
PUB DATE Sep 74
NOTE 88p.

EDRS PRICE MF-$0.76 HC-$4.43 Plus Postage
DESCRIPTORS Achievement; *Educational Experience; *Educational Objectives; External Degree Programs; *Graduates; Graduate Students; *Higher Education; Performance Based Education; Student Characteristics; Student Evaluation; Surveys; Tables (Data); *Work Experience
IDENTIFIERS *Empire State College

ABSTRACT

Empire State College (ESC) has an interest in following the progress of its recent graduates in the world of work as well as discovering what happens to those graduates wishing to continue their education. To obtain this information a survey was conducted of all graduates and additional data analyzed that was contained in each graduate's file. Findings are presented in three parts -- the educational experiences of the graduates while attending the college; the graduate school admissions experiences of these students applying to graduate school; the work experiences of those graduates not attending graduate school. An appendix contains the methodology of the study, the general background characteristics of the graduates, and selected tables of interest. Some college experiences that provide useful background information on the graduates are also included. ESC graduates were found successful in their postgraduate experiences. (Author/KE)

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SUCCESS AFTER GRADUATION

A Study of the Baccalaureate Graduates of Empire State College

Timothy Lehmann

Office of Research and Evaluation
Empire State College
Saratoga Springs, New York

September 1974

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ACKNOWLEDGEMENTS

The efforts and expertise of many people were involved in the preparation of this report. Our primary recognition is to the 131 graduates who took the time to tell us about their experiences after graduation from the College. All members of the Research and Evaluation staff (Ernest Palola, Paul Bradley, Richard Debus) gave freely of their expertise in completing this report. Timothy Lehmann, Director of Program Evaluation, was responsible for conducting the study and preparing the final report. He was ably assisted by Vincia Carlstrom who prepared many of the tables and assembled relevant information from each graduate's file. Judy Dober and Judy Dingman undertook the painstaking task of typing and retyping the many tables, appendices and drafts of the report. The Office of Student Services, especially Ruth Ashcroft, Mary Lou Doubleday and June Gibson, provided valuable assistance in making the materials in the graduate files readily available. Muriel Wilhelm, Registrar, provided us with the original list of graduates and monthly reports of new graduates.

Special thanks go to the members of the Research Advisory Committee for their careful review of several versions of the report and their thoughtful comments and suggestions for improvement. These individuals are: Jerry Sircus, New Models for Careers, Suffern; Jane Dahlberg, Metropolitan Learning Center; Virginia Lester, College-Wide Division; Lawrence Lipset, Genesee Valley Learning Center; Davenport Plumer, Northeast Learning Center; George Rawick, Saratoga; Elizabeth Steltenpohl, Long Island Learning Center. In addition, James Hall and Arthur Chickering reviewed the report and offered valuable suggestions.

We wish to thank all these people for their willingness to help and good humor throughout the long effort to prepare the final report.

Highlights of the Report

-- ESC graduates are successful in their postgraduate experiences.

ESC Experiences

-- Nine out of every 10 graduates received 29 or more months of advanced standing; the average transcript credit awarded to the graduates was 22.6 months*.

-- Almost half (42%) of the graduates pursued their work at ESC in the fields of education and social services; one out of five pursued studies in political economy.

-- The 131 BA/BS graduates completed a total of 316 learning contracts; 42% were completed in three months.

-- Eighty-three percent of the graduates had only one mentor.

Graduate School Experiences

-- Three-quarters of ESC graduates who applied to graduate school were accepted; less than one in five who applied were rejected.

-- ESC graduates were most successful in applying at SUNY and CUNY institutions and least successful at out-of-state colleges and universities.

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*The bachelor's degree commonly requires four years of study at the undergraduate level. At ESC four years were translated initially into 36 months of study. Subsequently, the College reduced to 32 months the time required to graduate in order to be consistent with other liberal arts colleges. All graduates in this study completed their degree under the 36-month time requirement.

-- Forty-five percent of the applicants experienced some difficulty applying to graduate school (19% were denied admission outright; but 26% were eventually enrolled).

-- Seventeen of every 20 graduates say they would attend ESC if it had a masters degree program.

Work Experiences

-- Half of the graduates (55%) are employed in professional, semi-professional and supervisory type occupations.

-- Most graduates (53%) said that their employment circumstances improved as a result of obtaining an ESC degree.

-- Nearly half (47%) of the graduates said they obtained other benefits than direct employment benefits with an ESC degree.

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Empire State College has 170 graduates since it was opened two years ago.* The College has a keen interest in following the progress of its recent graduates in the world of work as well as discovering what happens to those graduates wishing to continue their education.** To obtain this information the Office of Research and Evaluation conducted a survey of all graduates and analyzed additional data contained in each graduate's file. The following report presents the findings of this study in three parts:

First, the educational experiences of the graduates while attending the college;
Second, the graduate school admissions experiences of these students applying to graduate school;
Third, the work experiences of those graduates not attending graduate school.

To complete the report, an appendix contains the methodology of the study, the general background characteristics of the graduates and selected tables of interest. Although the major focus of the report is upon those experiences graduates encounter after leaving ESC, we begin the report with selected college experiences that provide useful background information on the graduates.

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*The figure of 170 is the total number of graduates as of September 1, 1973. See Appendix A for a full discussion of the number of graduates and the response rate of this study.

**This study is the fourth in a continuing series of studies about Empire's graduates. Previous studies were: Ten Out of Thirty, 1973; a "Study of ESC Graduates," Research and Review #5; and "95 Graduates: A Brief Statistical Study, "Research and Review #10, September 1973.

Section I: Empire State College Experiences

A selected number of the graduates' college experiences were tabulated from the information contained in the admissions office files. The following subsections present information on the amount of advanced standing awarded, the areas of study represented by the graduates, the learning contracts undertaken, the learning center attended and the type of degree awarded.

A. Advanced Standing Awarded

Assessment of prior learning is an integral part of the Empire State College approach to alternative forms of higher education. The College is committed to the proposition that significant learning can occur outside the classroom setting and that appropriate credit should be awarded for this learning. To obtain advanced standing the student prepares a portfolio with the help of his mentor. The portfolio summarizes past experiences and shows what the student has learned from them in the context of the student's own degree program and the college's objectives. Advanced standing is granted on the basis of months earned toward a degree. At the time of this study 30 months was the maximum award toward a 36 month baccalaurate degree.

Table 1 presents the information on the amount of advanced standing awarded to ESC graduates. Eighty-six percent of the graduates received the full 30 months allowable in the award of advanced standing. Ninety percent of the graduates received 29 or more months of advanced standing and the average award was 29.4 months.

One-third of the graduates received all of their advanced standing via transcript credit from other colleges and universities. Seventeen percent of the graduates received 14 or fewer months of transcript credit. The average transcript

TABLE 1

Advanced Standing Awarded to ESC Graduates

Number Months Awarded	# Graduates with Advanced Standing	Percent	#Graduates with Transcript Credit	Percent	#Graduates with Prior Learning Credit	Percent
30	113	(86)	39	(32)	1	(1)
29	4	(3)	5	(3)	2	(2)
28	0	(0)	4	(3)	0	(0)
27	6	(5)	12	(10)	0	(0)
26	1	(1)	2	(2)	0	(0)
25	0	(0)	2	(1)	1	(1)
24-20	7	(5)	26	(22)	8	(6)
19-15	0	(0)	13	(10)	9	(7)
14-10	0	(0)	8	(6)	17	(14)
9-5	0	(0)	11	(9)	23	(19)
4-0	0	(0)	3	(2)	59	(50)
Total	131	(100)	123*	(100)	123*	(100)
Mean Months	29.4		22.6		6.8	

*Eight graduates were included in the advanced standing awarded category but the information in the graduates file did not breakdown the award into transcript and prior learning credits.

credit for the graduates was 22.6. Four percent of the graduates received 25 or more months of prior learning credit for their total advanced standing award while 84 percent received 14 months or less. The average amount of prior learning credit awarded was 6.8 months.

A recent report prepared by the Office of Program Review and Assessment (memo of March 22, 1974) analyzed the amount of advanced standing granted during the preceding eight months. This study of 419 students revealed that 59% of the students received the full 30 months possible, 16% received 26 to 29 months; 19% received 16 to 25 months and 6% received 1 to 15 months. The average amount of credit

granted was 26.8 months. The average amount of transcript credit for previous academic work was 18.3 months and the average amount of prior learning credit was 8.4 months.

When comparing these two studies, the first graduates received substantially more of the maximum amount of advanced standing awarded than those students in the Assessment Office survey. The first graduates received more credit for their previous academic work and less credit for prior learning than did the students surveyed by the Assessment Office. Two interpretations can be made about these findings. First, the early graduates may represent a somewhat atypical group from later graduates in that they came to ESC with greater previous college learnings and were able to take advantage of a program which recognized prior learning as worthy of academic credit. Thus, the first graduates represented students who were superbly matched with the college objectives and program.

A second interpretation of the findings reflects the fact that the college has evolved considerably its assessment policies, procedures and documentation reviews since graduating its first students. Therefore, more careful evaluation of student's prior learning experiences within the context of their degree program results in fewer students receiving the maximum amount of advanced standing. Since the Assessment Office survey includes both current students and some who have graduated, it may be that some of the students who have been assessed with less than the maximum award will not end up graduating. Therefore, the graduates may represent a selected group with higher than average amounts of advanced standing.

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B. Area of Study

Table 2 presents the areas of study chosen by the graduates for their degrees. The categories used in the table are based upon those specified in the ESC Master Plan modified and refined as a result of the Research Office coding process.* To determine each graduate's area of study, the program of study statement (if present) and all the completed learning contracts in each graduate file were carefully analyzed to make a determination of the primary focus of study. The

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*At the time this research was conducted, the curriculum comprised eight areas of study. Since then, the areas of study have been reformulated and regrouped into nine headings. For example, Political Economy has been combined with Social Theory to form an area called Social Theory, Social Structure and Change. For a full description of these new areas, see Empire State's Educational Program, March 1974.

coding process was designed to place each graduate within a given area of study. Although some graduates had programs of study that spanned several areas of study, all were coded into an area that represented the dominant focus of their work. The coding process, modification of Master Plan areas of study and additional qualifications are reported in Appendix D.

Education and social services, the area of study pursued by the graduates seeking careers in education, social service, and community health services showed the greatest concentration by far. Forty two percent of the graduates specialized in these areas. This is more than twice the number of graduates involved in the next largest area of concentration, political economy.

When we break down this category into education and social service parts, we find that 24 of the 56 graduates (42 percent) were in educational fields and 32 graduates (58 percent) were in social services. Thus 18 percent of the total number of graduates were in education related fields and 24 percent were in social service fields.

One-fifth of the graduates chose political economy as their area of study. Almost all of these graduates came from the Labor College. Fourteen percent of the graduates chose cultural studies.

Less than one percent of the graduates concentrated in the area of social theory with its philosophical orientation. This low percentage seems to hold equally in the categories of work in the contracts. In other words, graduates did not tend to take a contract in social theory even if their area of study was in another field.

TABLE 2

Area of Study For Empire State College Graduates

Area of Study	# Graduates	Percent
Education & Social Services	56	(42)
Political Economy	26	(20)
Cultural Studies	18	(14)
Business Admin. & Professional Studies	10	(8)
The Arts	8	(6)
Human Development	6	(5)
Science & Technology	5	(4)
Social Theory	2	(1)
TOTAL	131	(100)

When the areas of study are grouped into two general categories - liberal arts studies and professional or vocationally oriented studies, we find that 70 percent of all the graduates (education, social services, political economy, business administration) were in professional or vocational fields.

C. Learning Contracts

The learning contract is the essential mechanism at the college which links the student and his educational needs to the college and its educational objectives. As a plan for learning developed jointly by the student and his mentor, the learning contract describes the general purposes which underlie the student's work, the specific purposes which the particular contract aims to serve, the learning activities that the student will undertake and the basis for evaluation of the

TABLE 3

ESC Graduates By Status of Learning Contract

Contract Status	Learning Contract #1 # Graduates	Percent	Learning Contract #2 # Graduates	Percent	Learning Contract #3 # Graduates	Percent
Full-time	110	(84)	101	(87)	43	(83)
Half-time	14	(11)	13	(11)	8	(15)
Contract Missing in Admission Files	7	(5)	2	(2)	1	(2)
TOTAL	131	(100)	116	(100)	52	(100)

work completed. The first 131 graduates took a total of 316 learning contracts at the college, an average of 2.4 contracts per graduate.

Contracts can be either full or half time. A full time contract assumes an investment on the part of the student of 36-40 hours each week while a half time contract assumes 18-20 hours per week. Table 3 summarizes the experiences of the ESC graduates by full or half time status of their learning contracts. The graduates overwhelmingly chose (84%) to take full time learning contracts. Among those graduates who chose full time study more than 50 percent completed their work in three contracts or less.

Fourteen graduates took only one contract prior to graduation and 66 students took two contracts in order to graduate. Thirty seven students took three contracts in order to graduate while only 14 students took four or more learning contracts in order to graduate.

Table 3 also indicates that more graduates took half time contracts earlier in their degree program than later. However, of the small number of graduates who took four or more contracts, the percent taking half time contracts was higher than those graduates taking half time contracts during their first, second and third learning contracts.

Learning Contract #4		Learning Contract #5		Learning Contract #6		Total	
# Graduates	Percent	# Graduates	Percent	# Graduates	Percent	Contracts	Percent
11	(85)	2	(67)	0	(0)	267	(84)
2	(15)	1	(33)	1	(100)	39	(13)
0	(0)	0	(0)	0	(0)	10	(3)
13	(100)	3	(100)	1	(100)	316	(100)

Table 4 summarizes the data on the length of contracts undertaken by ESC graduates. Of the 316 contracts completed by the 131 graduates, 42 percent were completed in three months' time. Twelve percent of the contracts were for one month or less. Most of these contracts were devoted to portfolio preparation. Thirty-one percent of the contracts were for two months or less. Eleven percent of the contracts took five or more months to complete. When contracts one through four are analyzed together, we find that about 75% of the contracts were of three months of less duration.

TABLE 4

ESC Graduates by Duration of Learning Contract*

Duration	Learning Contract #1 # Graduates	Percent	Learning Contract #2 # Graduates	Percent	Learning Contract #3 # Graduates	Percent
less than one month	7	(5)	1	(1)	0	(0)
1 month	18	(14)	6	(5)	2	(4)
1 1/2 months	5	(4)	4	(3)	5	(9)
2 months	15	(11)	18	(15)	12	(23)
2 1/2 months	1	(1)	1	(1)	2	(4)
3 months	53	(40)	54	(47)	19	(36)
3 1/2 months	1	(1)	3	(3)	1	(2)
4 months	6	(5)	11	(9)	4	(8)
4 1/2 months	0	(0)	4	(3)	1	(2)
5 months	3	(2)	7	(6)	3	(6)
5 1/2 months	0	(0)	1	(1)	1	(2)
6 months	14	(11)	1	(1)	1	(2)
more than 6 months	1	(1)	3	(3)	0	(0)
Contract Missing	7	(5)	2	(2)	1	(2)
TOTAL	131	(100)	116	(100)	52	(100)

*Contracts include both full and part-time arrangements. The duration of some contracts varied from monthly and bimonthly categories, i.e. two months may include one 7 week contract. Such contracts were coded into the next highest monthly category from the number of week specified.

Table 5 summarizes the number of graduates classified for each learning contract by Master Plan area of study. For the first two learning contracts, the graduates took one-third of their contract work in the area of education and social services, one-fifth of their work in political economy and one-sixth of their work in cultural studies.

Learning Contract #4		Learning Contract #5		Learning Contract #6		Grand Total	
# Graduates	Percent	# Graduates	Percent	# Graduates	Percent	#Contr.	Percent
0	(0)	0		0		8	3
3	(23)	0		0		29	9
3	(23)	0		0		17	5
0	(0)	0		0		45	14
1	(8)	0		0		5	2
4	(31)	3	(100)	1	(100)	134	42
0	(0)	0		0		5	2
2	(15)	0		0		23	7
0	(0)	0		0		5	2
0	(0)	0		0		13	4
0	(0)	0		0		2	1
0	(0)	0		0		16	5
0	(0)	0		0		4	1
0	(0)	0		0		10	3
13	(100)	3	(100)	1	(100)	316	100

Very few graduates took learning contracts in the areas of social theory, science and technology and business administration. By the time of the third contract, the graduates were still taking over 20 percent of their work in education and social studies. However, cultural studies, the arts and business administration represented a large amount of the work completed during the third contract. With one exception, all the graduates who took a fourth, fifth or sixth learning contract worked in the areas of cultural studies, the arts, political economy and social theory. This data suggests then, that those students who are enrolled at the College for a longer period of time (more than three contracts) are receiving an expansion of their learning. In addition, the later contracts represented work in more "liberal arts content" areas while the early contracts met the immediate vocational and professional needs of the students.

TABLE 5

ESC Graduates Classified By Master Plan Area of Study and By Learning Contract

Category	Learning Contract #1 # Graduates	Percent	Learning Contract #2 # Graduates	Percent	Learning Contract #3 # Graduates	Percent	Learning Contract #4 # Graduates	Percent
Education & Social Services	46	(35)	37	(32)	12	(23)	1	(8)
Political Economy	23	(18)	25	(21)	10	(19)	3	(23)
Human Development	19	(14)	7	(6)	3	(6)	0	(0)
Cultural Studies	18	(14)	19	(16)	11	(21)	5	(38)
The Arts	7	(5)	9	(8)	7	(13)	3	(23)
Business Admin. & Prof. Studies	6	(5)	9	(8)	6	(12)	0	(0)
Science & Technology	4	(3)	6	(5)	1	(2)	0	(0)
Social Theory	1	(1)	2	(2)	1	(2)	1	(8)
Missing Contracts	7	(5)	2	(2)	1	(2)	0	(0)
TOTAL	131	(100)	116	(100)	52	(100)	13	(100)

Table 6 presents the data on the number of mentors utilized by the graduates. The major fact revealed in the table is that 83 percent of the graduates had only one mentor, regardless of the number of contracts completed. Thirteen percent of the graduates had two mentors while four percent of the graduates had more than two mentors. It was during the third learning contract that the largest number of graduates (12) utilized more than one mentor.

Learning Contract #5 # Graduates	Percent	Learning Contract #6 # Graduates	Percent	Totals Contracts	%
0	(0)	0	(0)	96	30
1	(33)	0	(0)	62	20
0	(0)	0	(0)	29	9
0	(0)	0	(0)	53	17
0	(0)	0	(0)	26	8
0	(0)	0	(0)	21	7
0	(0)	0	(0)	11	3
2	(67)	1	(100)	8	3
0	(0)	0	(0)	10	3
3	(100)	1	(100)	316	100

Several interpretations can be made regarding the data in this table. One interpretation is that students did not use more than one mentor although they may have relied upon tutors and formal course work at other colleges to supplant the competence areas of their mentor. Unfortunately, data on the number of tutors used was not tabulated; we therefore cannot check out this hypothesis at this time. It may be that the mentors were serving as "resource coordinators," using the services of several tutors; if so we should not expect to see graduates working with more than one mentor.

A second interpretation that may account for the data in the table is that mentors themselves here engaged in heavy tutoring and were reluctant to counsel students to take work with other mentors and tutors. Given the newness of the College and the difficulties of getting the educational program and general academic procedures established, mentors may have been more comfortable with working closely with students. In partial support of this interpretation is the data in Table 5 which shows that the graduates took one-third of their contract work in education and social services. At the Learning Centers the number of mentors specifically listing their competencies in these areas was just over one quarter. This data seems to support the position that mentors were engaging students in learning contracts closely related to their areas of primary competence.

A third interpretation is that the College began its work relying heavily upon a close, personal, tutorial relationship between a student and his mentor. As the College evolved and began defining the role of the mentor, the "tutorial" approach gave way to mentors acting more as resource coordinators and facilitators. Subsequent classes of graduates would therefore be working with tutors and adjunct faculty rather than exclusively with a single mentor. This hypothesis can be tested in the next study of graduates.

TABLE 6

ESC Graduates Classified by
Number of Mentors and By Learning Contracts

Number of Mentors	Number of Contracts						Totals	
	1 Graduate	2 Graduates	3 Graduates	4 Graduates	5 Graduates	6 Graduates	#Graduates	Percent
One	13	55	25	7	2	0	102	(83)
Two	0	6	9	1	0	1	17	(13)
Three	0	0	3	0	0	0	3	(3)
Four	0	0	0	1	0	0	1	(1)
TOTAL	13	61	37	9	2	1	123*	(100)

*Eight graduates were excluded from this tabulation because the files did not contrain their learning contracts.

D. Learning Center Attended

Table 7 shows the learning centers that the graduates attended. Forty one percent of the graduates were affiliated with the Northeast Learning Center in Albany and 29 percent graduated from the Genesee Valley Learning Center. In part, the number of graduates by learning centers reflects the sequence in which the learning centers were opened. The Northeast and Metropolitan Learning Centers opened in the fall of 1971 (October and November) followed by Genesee Valley in January 1972 and Long Island in Spetember 1972.

TABLE 7

ESC Graduates Classified By Learning Center

Center	# Graduates	Percent
Northeast Learning Center (Albany)*	55	(41)
Genesee Valley Learning Center (Rochester)	37	(29)
Metropolitan Learning Center (Manhattan)	23	(18)
Long Island Learning Center (Long Island)*	16	(12)
TOTAL	131	(100)

*There were two graduates who were affiliated with two learning centers during the time they attended ESC.

E. Type of Degree Awarded

Table 8 presents information on the type of degree awarded to the recent graduates. Seventy percent of the graduates received a Bachelor of Arts degree while 30 percent received the Bachelor of Science degree. A sizeable minority of the graduates who received a BS degree earned it on the basis of their formal course work at previous colleges and universities. At ESC, these graduates took primarily liberal arts learning contracts.

At present, the Bachelor of Arts is awarded to students whose degree program contains at least twenty-four contract months of liberal arts work. This work may be pursued through studies in the physical and biological sciences, the

social sciences, languages, fine arts and the humanitiies. Properly planned and carried out vocational or professional studies may also contribute to liberal arts objectives, but narrow training in vocational or professional skills does not. The Bachelor of Science degree requires sixteen rather than twenty-four months of work in liberal arts areas. Thus a student who devoted more than eight months of study to narrowly defined professional or pre-professional studies, such as business or studio art, would be awarded a BS degree.

The distinction between Arts degrees and Science degrees has nothing to do with the distinction between art and science as those terms are usually understood. A student may receive a BA degree with a concentration in Physics or a BS degree with a concentration in Fine Arts. The only difference is that in the Science degrees a larger component of professional studies is allowed.

The custom of two separate liberal arts bachelor's degrees grew up in England where the faculty of arts was separate from the faculty of sciences. At Empire State as in other liberal arts colleges, these faculties are combined into a single college. Although the two degrees are still used, the distinction between them has been blurred over the years. Two recent studies* document the extensive experimentation and recent trends in degree structures of American Colleges. For example, Dressel and DeLisle found in their comparison of undergraduate curricula between 1957 and 1967 at 322 liberal arts colleges that formal requirements in English composition, literature, speech, mathematics, physical education, religion and philosophy decreased while foreign language requirements increased, with two years being the most common requirement. Both Dressel and Spurr concluded that during the past 15 years the undergraduate curriculum has changed remarkably little, that independent study programs tend to be utilized by few colleges, and that curriculum change is cyclic and subject to short lived fads.

In contrast, the degree program at Empire State is built initially from the student's own goals within the context of the College's objectives and available learning resources. There are no college wide distribution requirements. For certain students such requirements may be incorporated into learning contracts when they are necessary for entry to graduate school or to particular occupations. In the early stages of actual college practice, clearly identifiable degree programs did not exist. During this time the College focused on the learning contract and

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*For the interested reader, see Stephen Spurr, Academic Degree Structures: Innovative Approaches. (New York: McGraw Hill 1970) and Paul Dressell and Frances DeLisle, Undergraduate Curriculum Trends. (Washington, D.C.: American Council on Education 1969)

on assessment of prior learning as features of the College's educational process that required definition and evaluation. With respect to degree programs, the College chose to work inductively for a time, testing the expectations and requirements imposed by students in seeking their educational goals, trying to determine what new patterns and academic programs might emerge from both individual goals and changing social needs. As the development period passed and as formal registration of Empire State College degrees with the State University of New York and the State Education Department approached, faculty came together to clarify curricular areas and modes of study in light of experience with students. The results of this discussion is the College's Education Program, a document which spells out in some detail five organizing frameworks and nine comprehensive areas of study.

TABLE 8

ESC Graduates Classified By Type of Degree Awarded

Type of Degree	Number of Graduates	Percent
BA	92	(70)
BS	39	(30)
TOTAL	131	(100)

Section II. Graduate School Experiences

One of the major concerns in this study was how well ESC graduates would be admitted into graduate or professional schools should they seek advanced education. This section reports the findings for those graduates who applied to graduate school.

A. Applications Made

Fifty-seven of the first 131 graduates applied to a graduate or professional school. Forty-two were accepted into graduate school; eleven graduates were rejected; and four graduates were still waiting to hear at the time they completed the survey. Two conclusions can be drawn from these figures. Not quite half (44%) of Empire State's graduates sought more advanced training and professional education. Second, almost 75 percent of these graduates were accepted into the graduate school of their choice and less than 20 percent were rejected.

B. Patterns of Application, Acceptance and Rejection

The 57 applicants to graduate school completed a total of 69 applications to 31 different colleges and universities in New York and seven other states. Of the total number of applications made, 72 percent were accepted by the graduate institutions; 16 percent were rejected; and 12 percent were still pending at the time of the survey. Compared to the acceptance rate for graduates, slightly fewer applications were accepted and more applications were pending at the time of the survey.

Table 9 summarizes information on the graduates' success in gaining admission to graduate school. Empire State graduates have been most successful in applying to SUNY-Albany, SUNY-Brockport, SUNY-Cortland, CUNY colleges, CW Post College, Russell Sage College and Goddard College. With two exceptions, these institutions accepted 100% of the ESC graduates who applied. Two institutions stand out (New York University and Union Graduate School) as difficult for ESC graduates to

gain admission. When ESC applications to the most distinguished or prestigious institutions* are examined, there is no clear-cut pattern of acceptance or rejection by these institutions. The number of applicants, however, is very small.

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*Distinguished or prestigious institutions are those so designated in the Carter Report (An Assessment of Quality in Graduate Education, American Council on Education, 1966) and the Roose/Anderson Report (A Rating of Graduate Programs, ACE, 1970).

TABLE 9

Success in Gaining Admission to Graduate School

Institution	Number Applications	Number Accepted	Number Rejected	Number Pending
Public Institutions				
SUNY Albany	7	5	0	2
SUNY Brockport	3	3	0	0
SUNY New Paltz	2	1	1	0
SUNY Cortland	2	2	0	0
SUNY Oswego	2	1	1	0
CUNY Richmond College	5	3	1	1
CUNY Hunter College	4	3	1	0
Subtotal	25	18	4	3
Private Institutions				
New York University	5	1	2	2
CW Post College (LIU)	4	4	0	0
Russell Sage College	3	3	0	0
University of Rochester	2	2	0	0
New School for Social Research	2	2	0	0
Hofstra University	2	2	0	0
Syracuse University	1	1	0	0
Adelphi University	1	0	0	1
Rensselaer Polytechnic Institute	1	0	1	0
Pace Institute	1	1	0	0
Bank Street College of Education	1	1	0	0
New York Medical School	1	1	0	0
Brooklyn Law School	1	1	0	0
Columbia Law School	1	0	0	1
Subtotal	26	19	3	4
Out-of-State Institutions				
Goddard College (Vt.)	3	3	0	0
Union Graduate School (Ohio)	2	0	2	0
University of California-Berkeley	1	0	1	0
University of Texas	1	1	0	0
Governors State Univ. (Ill.)	1	1	0	0
Eastern Michigan Univ.	1	0	1	0
Central Michigan Univ.	1	1	0	0
Springfield College (Mass.)	1	1	0	0
Lesley College (Mass.)	1	1	0	0
Northeastern School of Law (Mass.)	1	1	0	0
Subtotal	13	9	4	0
Institutions Not Identified	5	5	0	0
TOTALS	69	51	29	7

Table 10 presents data on how well ESC graduates obtained admission to graduate school by type of institution. For SUNY institutions, three out of every four graduates were accepted while at CUNY institutions two out of every three graduates were accepted. For private New York and out-of-state institutions, there were acceptances of 73 and 69 percent, respectively. However, only 12 percent of ESC graduate applications were rejected by private New York colleges and universities while 31 percent of ESC graduate applications were rejected by out-of-state institutions.

TABLE 10

Graduate School Applications
by Type of Institution

Institutional Category	Applications Made	Applications Accepted	%	Applications Rejected	%	Applications Pending	%
SUNY Institutions	16	12	(75)	2	(12)	2	(12)
CUNY Institutions	9	6	(67)	2	(22)	1	(11)
Private New York Colleges	26	19	(73)	3	(12)	4	(15)
Out-of-State Institutions	13	9	(69)	4	(31)	0	(0)
Institutions Not Identified	5	5	(100)	0	(0)	0	(0)
TOTAL	69	51	(74)	11	(16)	7	(10)

The success of ESC graduates in gaining admission to graduate school should be interpreted in a larger context. Since most ESC graduates (see Table 1) obtained 29 months of advanced standing, the success of ESC graduates in gaining admission to graduate school in large part reflects the graduate's work prior to arrival at ESC. From this perspective, ESC coordinates the graduates overall learning competencies. Thus, ESC serves primarily as a legitimating agency for certifying minimal achievements necessary for entrance to graduate school. Subsequent studies to be conducted by the Research Office will examine how well ESC graduates perform at graduate school and what special effects the ESC experience

has in preparing students for admission.

Table 11 presents data on the number of graduates applying to more than one graduate school. What is striking about the data in Table 11 is the small number of ESC graduates who apply to more than one institution. Only 6 of 57 graduates applied to more than one institution. Given the increased cost of graduate education, ESC graduates seem confident that they will gain admission to the institution of their first choice. The interpretation that ESC graduates know what kind of graduate school will meet their objectives and select such an institution is borne out by the fact that 74 percent of the graduates gain acceptance to the school of their first choice. What also may be true is that ESC graduates are older and somewhat immobile because of job, community and family commitments. Thus, it would not be useful to apply to more than one graduate school if this meant moving away from their present residence. Those graduates applying to two or three institutions were accepted by at least one institution and not rejected by any school.

TABLE 11

Graduates Applying to More Than One Graduate Institution

Number of Institutions Applied to	Number of Graduates Applying	Number of Graduates Accepted	Number of Graduates Rejected	Number of Graduates Waiting
Two	3	3	0	0
Three	1	1	0	0
Four	2	0	1	1
TOTAL	6	4	1	1

Both graduates who applied to four institutions applied to law schools in the state. In order to obtain admission to a law school, a graduate must first apply for a Law Students' Qualifying Certificate which is issued by the Division of Professional Licensing Services of the State Education Department. This certificate is then filed in the New York State Court of Appeals. Until August 1973, ESC graduates were being denied Qualifying Certificates because Empire State was not on the approved list of institutions. Since August, ESC graduates have been eligible for law certificates. The award of such a certificate, however, does not guarantee admission to a law school but facilitates the process.

Table 12 shows the attendance picture for recent ESC graduates. Of the 57 graduates who applied to graduate school 63 percent planned to attend during fall 1973. One-third of the graduates were not beginning their graduate work until 1974.

One graduate who was accepted for the fall term at an upstate private university expressed her satisfaction with her degree. "As a result of obtaining a degree, I have been awarded a full tuition fellowhip in the Department of Education."

TABLE 12

Graduates Attending Graduate School, Fall 1973

Fall Attendance	Number of Graduates	Percent
Yes	36	(63)
No	19	(33)
Uncertain	2	(4)
TOTAL	57	(100)

C. Admissions Difficulties

Of the 57 ESC graduates who applied to graduate school, 26 (or 45%) reported experiencing some kind of admission difficulty. The problems encountered by ESC graduates are grouped into two categories for analysis - outright denials and those graduates whose admission difficulties were eventually resolved. Although almost one out of every two applicants reported some difficulty in securing graduate school entry, twelve of these applicants encountered problems that ESC as a new, nontraditional college could reasonable expect - name identification and lack of full accreditation status.

1. Admission Denials

Eleven (19%) of the 57 applicants were denied admission to graduate school. The applicants were asked to indicate the reasons why they were not admitted. Four graduates were rejected because of ESC's lack of full accreditation. In two cases, rejection came from out-of-state institutions who were not familiar with ESC's program. When these universities were given more information, lack of full accreditation was given as the reason for denial. Four other graduates were denied admission because their Digest and Evaluations did not contain easily translatable credits or appropriate prerequisites for particular programs so that registrars and graduate admissions committees could determine the content and meaning of the ESC degree. A large private university in New York City denied admission to two graduates because the D & E's did not contain credits that could be evaluated in their terms. This university also required ESC graduates to take CLEP examinations to determine admission eligibility. For the remaining three graduates, the decision to deny admission was made on the grounds of too many qualified applicants and too few places open. In two cases, this admissions denied occurred at a private, elite, out-of-state graduate school. In sum, four of the eleven denials came from out-of-state institutions and five denials came from private schools.

The following excerpts from the graduates' own reports personalize the general statements made above.

> I was the first graduate to apply to this public midwestern university with an undergraduate degree from a 'University Without Walls' program. The transcript from ESC is totally inadequate. It does not give any description of the type of school ESC is or any detail as to what is a contract and what was involved in order for a student to complete a contract or how much work the student did to complete the contract. This midwestern university told me: 'Maybe you really don't have a degree.'

Another graduate who was denied admission to a high quality West Coast public university said:

> I received a letter from this university stating that ESC was not accredited. I wrote to ESC's Academic Vice President concerning my rejection and he wrote to the Graduate Dean at this university. But apparently this did not help as I have heard nothing since that time.

Another graduate was denied admission because the scholarship award he needed for support was based solely on a grade point average. He stated:

> I believe the personal recommendations by the College should stress the nature of ESC's program and should recommend, somewhat arbitrarily if necessary, a graduate as performing at an A or B level to accommodate traditional thinking.

Each graduate school and professional program has substantial autonomy in setting the admissions requirements for their program. Therefore, the process of applying to a particular graduate program at a particular institution is highly individualistic, complex and time consuming. From the ESC graduate's point of view, successful entry calls for an early decision to go on for graduate work and careful mentor adivsing about the requirements for a particular program.

2. Eventual Enrollees

Fifteen ESC graduates responded that they experienced some kind of admissions difficulty which was eventually cleared up. Since several graduates indicated more than one kind of difficulty encountered prior to gaining admission, the following breakdown of difficulties reflects the multiple nature of this response.

a) Twelve graduates indicated transcript problems; specifically too long a wait for processing D & E's; D & E too vague and too short; D & E incomplete or not comparable to information requested by graduate school; lack of understanding of ESC transcript and what ESC as a college is trying to achieve.
b) One woman graduate claimed age discrimination in gaining admission.
c) One graduate said scholarship support for graduate school was based solely on GPA; he was penalized by ESC transcript and suggested that ESC should state on the D & E the equivalent GPA earned.
d) One graduate did not take the GRE in time for fall semester enrollment.
e) Two graduates were admitted initially at SUC-Brockport as non-matriculating students pending completion of their teaching certification requirements.
f) One graduate did not specify the reason for admission difficulties.

Given these admission difficulties, the graduates were asked whether ESC had done anything to help them resolve their difficulties. In eleven of the 26 cases ESC did actively intervene on behalf of the graduate to facilitate the admissions process. In 6 cases, learning center mentors and deans wrote letters and made

phone calls to clear up technicalities, explain ESC's program and transcript statements and amplify the graduate's requests for reconsideration. For example, one graduate who has been a high school teacher for 20 years and also taught at a community college said that he had a hard time gaining admissions to Hofstra University. "Hofstra University did not know anything about ESC. The Dean of the Learning Center met personally with the admissions people at Hofstra and once ESC's program was explained, I was eventually admitted. However, it took six months to settle this question." In the four cases the Academic Vice President, Dean of Student Services or the Registrar at the Coordinating Center intervened with letters and phone calls to straighten out admissions problems. Supporting documents on the graduate's behalf accompanied these actions. The main point that emerges from the data is that, in those cases where the graduate informed the college of his admissions difficulties, the college either at the learning centers or at the Coordinating Center, was able to effectively act to correct the problems and eventually insure admission.

D. Aspirations for ESC Master's Program

The final question asked in this section on graduate school experiences was "If ESC had a master's program, would you apply?" The overwhelming majority of graduates (84%) indicated their desire to continue their education and would attend ESC if the college had a master's program (Table 13). In fact, several graduates indicated they are waiting for ESC to start such a program. Other graduates expressed strong desires for ESC to develop such a program within the next year or two. A number of graduates indicated it would be only through an ESC type of independent and individualized program that they would be able to obtain a graduate level education.

TABLE 13

Graduates Indicating Interest in An ESC Master's Program

Would Apply to Master's Program	Number	Percent
Yes	110	(84)
No	12	(9)
Uncertain at this time	9	(7)
TOTAL	131	(100)

Section III. Work Experiences

Another major concern of the study was how the graduates' work experiences would be influenced as a result of having a bacculaurate degree. This section reports the findings for those graduates who experienced changes in their occupational activities.

A. Present Occupation

The graduates were asked to indicate their present occupation if they were not going to be attending graduate school full time during the fall of 1973. Table 14 presents the responses to this question, classified in terms of a modified set of Bureau of Census occupational categories. See Appendix C of this report for the definitions of these categories and specific illustrations of job titles classified under each.

Table 14 reveals that 75 percent of the graduates were employed in a wide range of occupations. Nineteen percent of the graduates held jobs in the supervisor and/or public official category. Eighteen percent of the graduates held jobs in both the professional and semi-professional areas. Thus over one-third of the graduates (36%) held jobs at a level of professionalization that marks off this type of occupation from other white collar jobs. Another way to state this is that almost half (48%) of the employed graduates were in some kind of professional occupation. At least 18 graduates of the 48 in the professional categories were teachers and 9 of these graduates were in some type of nursing. Thus teaching and nursing represent a sizeable proportion of the occupations held by ESC graduates. Fourteen percent of the graduates are enrolled in graduate school full time and six percent of the graduates were unemployed at the time of the survey.

TABLE 14

Occupation of ESC Graduates, Fall 1973

Occupational Category	Number of Graduates	Percent
Professional	24	(18)
Semi-Professional or Paraprofessional	23	(18)
Executive and/or Managerial	7	(5)
Supervisor and/or Public Official	25	(19)
Technical Personnel	7	(5)
Small Business or Farm Owner	0	(0)
Skilled Trades	2	(2)
Semi-Skilled, Unskilled, Clerical & Sales	8	(6)
Art and Interior Design	2	(2)
Housewife	4	(3)
Student	18	(14)
Unemployed	8	(6)
Occupation Unknown	3	(2)
TOTAL	131	(100)

B. Occupation at Time of Admission

Table 15 indicates the occupations of the graduates at the time they were admitted to ESC.

TABLE 15

Occupation of ESC Graduates at Time of Admission

Occupational Category	Number	Percent
Professional	27	(21)
Semiprofessional Paraprofessional	31	(24)
Executive Managerial	6	(4)
Supervisor or Public Official	22	(17)
Technical	8	(6)
Small Business or Farm Owners	1	(1)
Skilled Trades	2	(1)
Semi-skilled, Unskilled, Clerical, Sales	12	(9)
Art and Interior Design	5	(4)
Housewife	10	(8)
Student	5	(4)
Unemployed	2	(1)
TOTAL	131	(100)

At the time of admission, 86 percent of the graduates were employed in a wide variety of occupations. By far, the professional categories accounted for the dominate work place. Forty-five percent were employed in these occupations. Almost one-fifth (17 percent) of the graduates were employed in supervisory and/or public official type jobs and nine percent were in semi-skilled or unskilled jobs. Eight percent of the graduates were housewives and only one percent were unemployed.

A comparison of the graduates' occupations (Table 14 and 15) at the time of admissions and at the time of the survey reveals a slight decline in the professional categories of employment (45% to 36%) from the admissions to graduation. There is a slight rise (17% to 19%) of the graduates employed in the supervisory/public offical category. There is a marked rise in the number of graduates who are pursuing further education (4% - 14% from time of admissions to the time of the survey. Those graduates employed in semi- or unskilled jobs declined (9% to 6%) in the study while the percent unemployed rose from one percent to six percent.

C. Post Degree Employment Situation

The graduates were asked a series of questions about the benefits received and

the difficulties encountered, if any, as a result of obtaining an ESC degree. First, the graduates were asked if they encountered any problems in maintaining their present employment upon receiving an ESC degree. The responses to this question were as follows: Yes 1; No 111; Not answered 19. By far, the heavy No response to this question indicated that achieving an ESC degree does not negatively affect the present employment circumstances of the individual. The one Yes response came from a graduate who was unsuccessful in his civil service examinations and was demoted for not having appropriate civil service certification. As a result of obtaining an ESC degree this graduate reported that he expected that his education would somehow guarantee success in the civil service area.

A second question asked the graduates if they experienced any difficulties in seeking employment as a result of obtaining an ESC degree. Table 16 presents the results of this question. Three quarters of the graduates (75%) did not experience any difficulties in seeking employment with an ESC degree. Twenty-two graduates either were not seeking employment at the time of the survey or did not answer the question.

TABLE 16

ESC Graduates Experiencing
Difficulties in Seeking Employment

Experiencing Difficulties	Number	Percent
Yes	11	(8)
No	98	(75)
Not Answered	22	(17)
TOTAL	131	(100)

Eleven graduates (8%) did report employment difficulties of some kind. Four graduates reported that no secondary school would hire them without appropriate teacher certification which ESC does not automatically provide. These graduates indicated they expected to receive some kind of certification upon graduation or were unaware of the procedures for obtaining certification from the State Department of Education. Several graduates reported they had difficulty explaining ESC's transcript to potential employers. These graduates stated the transcript was

unstandardized and not comparable (re grades, majors, minors, etc.) to other SUNY transcripts; that the transcript was too complex, too long and was not easily reducable to the job application forms they encountered. For one graduate, a delay in getting a transcript sent to a potential community college employer caused the loss of that teaching opportunity. One graduate in the public health nursing field complained that ESC's lack of full accreditation caused a problem.

Two graduates reported as employment difficulties the fact that ESC itself would not hire them. Expressing a strong commitment to the goals of ESC one graduate applied for a mentor or tutor job and was not hired. This graduate was not given satisfactory answers as to why the College was not hiring some of its talented graduates. This graduate in the field of arts expected ESC to help her locate suitable employment which did not occur. A second graduate expressed her dissatisfaction this way:

> "A degree is helpful in obtaining employment in the education field but Empire does not value their own degree enough to hire me. The biggest disappointment I have faced with my degree is trying to be hired at ESC. There was an assistant dean position at a learning center open and my qualifications were exemplary for the student oriented position. But unlike the College's stated values of us continuing ed folks and its stated belief in us as graduates, they are more interested in employing people with other degrees and credentials. Empire employees are becoming more and more divorced from the concept of the College. I know what it's about; I've been there. If I get my MA from Goddard, will I be more likely to be hired with a 'self-actualizing degree' or would an MA from Cornell be more appropriate for employment at ESC?"

Both of these students were among the first graduates of the College when it was much smaller, more informal and intimate. Running through these comments is an implied assumption that the College was going to link up life and learning and connect students to the world of work, possibly using the College itself as a way to employ talented graduates in appropriate positions. The College has no policy against employing its graduates as mentors, tutors or administrators. In fact, several graduates have been employed as tutors and administrators. The question of what happens to ESC students after graduation is one that the College needs to examine.

A third question asked if the graduates' employment circumstances improved as a direct result of having an ESC degree. Table 17 presents the responses to this question. Fifty-three percent of the graduates indicated that their employment circumstances had improved. When asked what specific kind of improvement occurred, twenty-two percent indicated that having an ESC degree resulted

in higher pay, fifteen percent indicated that the degree opened up greater job responsibilities and ten percent stated that the degree enhanced their professional status (Table 18). Thirty-five percent of the responses did not reveal a specific area of improvement.

The following comment illustrates how one graduate improved his employment situation: "As a result of obtaining an ESC degree, I moved from one administrative position (at the division manager level) to another with greater responsibilities and potential for advancement. With the degree I gained more self-confidence to make a job change and greater respect from others as well as personal satisfaction. I was the first person to receive an ESC degree in my company (a large upstate firm) and received a lot of publicity for this achievement."

TABLE 17

ESC Graduates Indicating Improved Employment Circumstances

Employment Circumstances Improved	Number	Percent
Yes	69	(53)
No	47	(36)
Not Answered	15	(11)
TOTAL	131	(100)

TABLE 18

Area of Job Improvement for ESC Graduates

Area of Improvement*	Number	Percent
Higher Pay	16	(22)
Greater Job Rspon-sibilities	11	(15)
Increased Profes-sional Status	8	(10)
Job Promotion	7	(9)
Greater Job Security	7	(9)
Specific Improvement Not Identified	26	(35)
TOTAL	75	(100)

*Respondents could identify more than one area of improvement as a resu't of obtaining an ESC degree; therefore the total number of responses, 75, exceed the actual number of yes responses of 69 graduates.

There were two graduates who indicated that their employment situations deteriorated after they received an ESC degree. One graduate was a civil service employee who was demoted in his present job because of failure to pass the civil service examination for that job. This graduate's situation was discussed earlier on page 21. The other graduate who experienced job problems was employed on a federally supported project which lost its funding and therefore the job was eliminated. In both of these cases, the fact that an ESC degree was earned did not directly determine the graduates' job problem.

For those graduates who indicated that their employment circumstances had improved, they were asked whether this improvement occurred in the same job or in a new job. Table 19 shows that 62 percent of the improvements occurred in the same job that the graduate held prior to receiving a degree. About one-third of the graduates indicated they changed jobs and as a result enhanced their employment situation. This sizeable minority of graduates changing jobs

may mean that ESC's program is particualarly attractive to those students seeking a mid-career change and heretofore have not had the opportunity to make such a move.

TABLE 19

Improvements in Employment Circumstances By Type of Job

Improvements Occurred	Number	Percent
In the Same Job	43	(62)
In a New Job	22	(32)
Not Answered	4	(6)
TOTAL	69	(100)

D. Other Benefits Realized

Finally, the graduates were asked if they obtained other benefits as a result of their ESC experience. Table 20 summarizes the responses to this question. Forty-seven percent of the graduates indicated that they obtained other benefits while one-third said they did not. This question was asked in an open ended way giving the respondent an opportunity to express the specific benefits he received. Table 21 presents these responses which have been grouped by the research office staff into similar categories on the basis of the actual statements made by the graduate.

TABLE 20

ESC Graduates Realizing Other Benefits From the Degree

Obtained Other Benefits	Number	Percent
Yes	61	(47)
No	41	(31)
Not Answered	29	(22)
TOTAL	131	(100)

Fifty-three percent of the graduates who identified specific benefits as a result of their ESC experience indicated that a sense of achievement and self-satisfaction was a primary benefit. The benefits of applying skills and knowledge, developing social and professional contacts and increasing self-awareness each received about 10 percent of the responses. The rest of the benefits are scattered among several categories with few graduates selecting each one.

Illustrated below are several ways in which ESC graduates derived other benefits from their experience.

- I submitted a new job description for my same position which will move me from the community mental health center into the community. My ability to evaluate and be accountable for time and independent effort (from ESC experience) is helping me bolster my suggested innovation. The plan is being reviewed and there is general enthusiasm. I had expected the plan to move much more slowly - or not to be taken as seriously as it was.

- As a result of my ESC degree, I was admitted into the academic sector of the American Medical Record Association. I improved my professional standing and recognition in the A.M.R.A.

- I gained a greater intellectual curiosity.

- I am more satisfied with myself and I feel I understand my ability to learn more effectively.

TABLE 21

ESC Graduates Identifying Other
Benefits From Their College Experience

Identified Benefits*	Number	Percent
Gaining a sense of achievement and self-satisfaction	41	(53)
Applying my skills and knowledge in a new area	9	(11)
Developing my social and professional contacts with new people	8	(10)
Increasing my self-awareness and self-analysis	7	(9)
Achieving a greater autonomy and independence	5	(6)
Advising and tutoring other ESC students; also recruiting future students	5	(6)
Improving my writing and research skills	2	(3)
Increasing my patience and understanding of ESC and other bureaucracies	1	(1)
Graduate was asked by a community college to teach a course	1	(1)
TOTAL	79	(100)

*Some graduates identified more than one benefit; therefore, the total number of responses (79) exceed the number of graduates (61) responding positively to this question.

When these open ended responses are grouped into the cognitive and affective objectives of the college, it becomes clear that the graduates responded heavily to the impacts that the college made in the affective domain. Those categories of awareness, clarifying purposes, interpersonal competence, self-reliance and self-understanding encompass 79 percent of the responses. On the other hand, the cognitive objectives of increased knowledge, improved basic skills and application accounted for 21 percent of the responses. What these last few tables seem to imply is that the graduates think in terms of the developmental benefits that come from the college experience rather than the cognitive ones.

Section IV: Findings and Policy Implications

ESC graduates were highly motivated, independent and seemed to fit well into the educational objectives and learning activities offered by the College. They also were successful in post-graduation activities both in gaining admission to graduate school and in increasing occupational competencies. The specific findings presented in the highlights section at the beginning of this report confirm these basic generalizations. Since there is no need to restate these findings, this section focuses on a few findings that have policy implications for the College.

A. What Does An Empire State College Degree Mean?

Findings:

Seventy percent of the graduates' contract work and degree programs were in professional and vocational areas of study (Table 2 and 5). Seventy percent of the graduates received a BA degree (Table 8). Forty-six percent of the graduates reported substantial impact in the affective domain from their learning experiences at the College (Table 21).

Discussion:

In the beginning the College defined its degree program in very general terms. As a four-year College of Arts and Sciences within the SUNY system, the College was provisionally authorized to recommend candidates for the degrees of Associate

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*The bachelor's degree commonly requires four years of study at the undergraduate level. At ESC four years was translated initially into 36 months of study. Subsequently, the College reduced to 32 months the time required to graduate in order to be consistent with other liberal arts colleges. All graduates in this study completed their degree under the 36-month time requirement.

in Arts and Bachelor of Arts (ESC Bulletin 1971-72). In seeking alternatives to traditional curricula, sequential programs and required courses, the College committed itself to an individualized program of study designed to meet each student's needs through a variety of learning resources. A student had to complete 36 months of study in order to graduate.* The minimal amount of full-time study at the College was six months which allowed many students to obtain as much as 30 months of advanced standing for prior learning. Thus, the College set forth general requirements for a degree but specific areas of study, modes of study and the meaning of a liberal arts degree were left open for future definition.

As the first two years passed, the College began to clarify and specify its educational objectives, modes of study and operating procedures. A new Bulletin was issued which identified twelve educational objectives for the College and set forth various organizing frameworks that a student could draw upon in planning his program of study. The 1972 Master Plan placed the College's commitment to individualized instruction within an emerging curriculum that identified eight areas of study. More recently, the faculty and administration further clarified the educational program in a report submitted to the Vice Chancellor for Academic Programs of State University of New York. In this report the degree expectations, five modes of learning and nine areas of study were defined and illustrated. A degree program was defined as the individualized program of the student, including prior learning and contract learning, with the appropriate mix of concentration and general learning.* The degree program, then, was the key concept which brought the student's purposes and prior learning together with the College's objectives and degree requirements.

The apparent inconsistency in the above findings probably reflects the evolution of the College just reviewed and the reformulation of its degree expectations. The data revealed that students working in education, social services, political economy and business administration far outnumbered those students completing their work in more typical liberal arts fields. When the degrees-awarded data were analyzed, however, a substantial majority received a Bachelor of Arts degree, not a Bachelor of Science degree as might be expected. Since a student cannot have more than eight contract months of work outside the liberal arts areas to qualify for a BA degree and since a heavy majority of the student work at ESC was in non-liberal arts areas, there was an apparent inconsistency in these findings. In the be-

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*For a more complete discussion of these degree changes, see ESC Bulletin, 1971-72; ESC Bulletin, 1973; ESC Master Plan, 1972, July 1973; ESC's Education Program, March 1974; and ESC Bulletin, July 1974 preliminary version.

ginnning, the designation of an area of study and the type of degree awarded to a student was informally handled and the terms, arts and sciences, were loosely applied. The decision to award a BS or BA degree was largely made on the basis of discussion between the student and his mentor. Thus, the early graduates could in fact have been awarded a BA degree for what now would be awarded a BS degree.

Student working, for example, in educational studies were often motivated by the need for increasing their professional competencies. Studies at the College were designed to develop these competencies. Although these students had a heavy component of professional work, they reported that liberal arts objectives were realized, especially in the affective domain (Table 21). In addition, some of these students had a large liberal arts component in their work. The area of political economy was classified as a professional program because almost all the graduates were from the Labor College. These graduates participated in the New York State School for Industrial and Labor Relations courses offered by Cornell University and enhanced their professional competencies in the labor relations field. Thus, it is reasonable to assume that a high proportion of the work undertaken by graduates in the four areas identified above was in the direction of professional and vocational preparation while at the same time significant gains in liberal arts objectives were reported by the graduates.

Data from the most recent tabulation of graduates' degrees tend to support the implementation of College policies in these areas. As of September 1, 1974, ESC had graduated 692 students broken down by degree types as follows: 60% received BA degrees; 34% BS degrees; 4% AA degrees; and 2% AS degrees. Thus, for the first 131 graduates, 70% received BA degrees (Table 8) whereas for all graduates to date 60% received BA degrees (Table 30). The College is now applying more consistent procedures regarding degrees awarded.

As the process of clarifying and specifying degree programs continues, the College faces a number of policy questions. For example, given the complex and comprehensive set of educational objectives, how are these objectives to be more fully implemented in any given student's degree program? How will the full range of objectives, both cognitive and developmental, be considered? Data from this study suggest that graduates have been influenced by the College objectives in the affective domain. From the graduates' point of view, they expressed satisfaction that both their personal objectives and the College objectives have been well met.

Another set of questions focus on the relationship of vocational areas of study and liberal arts objectives. Given the background characteristics and educational

objectives of the majority of these graduates, what does a liberal arts education mean in ESC's educational setting? Should it be a primary aim of each student's degree program to impart a "liberal arts content" to his education experience? Should it be a primary aim of each student's degree program to develop certain strategies for learning such as increasing awareness, clarifying purposes, enhancing interpersonal competence and increasing self-understanding? Can these strategies for learning be obtained in any area of study offered by the College? For example, can a student develop his skills at clarifying purposes in a professional area like business just as well as in a more traditional liberal arts area like historical studies? What is the appropriate balance among "liberal arts content" and "liberal arts competencies" for a particular student of a given age and vocational interest? Since a majority of the graduates' study in professional and vocational areas, does this imply that the College will develop these degree program areas more fully? Does this further imply that certain kinds of faculty may be recruited? Finally, this list of policy questions brings us to a more fundamental issue - what kinds of students are being and should be served by the College?

B. Whom Does the College Serve?

Finding:

The social characteristics of the graduates were: average age 40, age range 19-72, 53% female, 80% married, 75% employed full time and 75% had three or more years of previous college experience (Table 28).

Discussion:

When examining the background characteristics of ESC's graduates, the above pattern of social characterisitics was the dominant one. This graduate was attracted to ESC primarily because of the scheduling flexibility of the program, secondarily by the appeal of the College's educational philosophy and then by the features of gaining credit for prior learning and previous college work. The student who did not persist to graduation was more likely to be younger, male, single, more likely to be unemployed and had less previous college experience. (For a fuller discussion of the characteristics of ESC graduates and nongraduates, see Appendix B, especially Table 28.)

This demographic profile of the first group of graduates was anticipated by the

College founders. The data in this report indicated that the College is serving rather well this particular group of students. However, the 1972 Master Plan identified at least three other groups to be served by the College - young persons who will enter college upon graduation from high school, adults who have not graduated from high school and retirees (1972 Master Plan, pp. 10-11). Although some graduates from those other groups have been served by the College, it seemed that these students may have special learning needs that make them more likely to withdraw from the College than graduate. This is a topic for future research.

C. Career Aspirations and Educational Needs of Middle Aged Adult Students

Findings:

The same demographic profile of the ESC graduate as stated above is appropriate for this issue. In addition, thirty-two percent of the graduates stated that improvement in employment circumstances occurred in a new job (Table 19).

Discussion:

The demographic profile sketched above for the typical ESC graduate implied different career aspirations and educational needs. Compared to the traditional college with a 21 year old graduate seeking out his first job, many ESC graduates faced mid-career job changes and challenges (see Tables 14, 15, 19). Working full time while obtaining a degree, many ESC graduates sought greater job security, enlarged job responsibilities or an entirely new field of work. Women graduates often sought a new career after the child rearing years have passed or searched for meaningful, salaried jobs to replace volunteer part-time community work. Such mid-career needs of ESC graduates call for different responses in mentoring, in academic and personal advising, in assessing prior learning and in career counseling. In fact, a serious question can be raised about what educators and researchers know of adult learning, stages of adult growth, career and academic counseling for adults and the employment opportunities available for this kind of graduate. For example, does the College have a responsibility to provide employment services for its graduates? At a more fundamental level, has the College carefully prepared itself to meet the mid-life educational needs of its students? What more can or should be done to facilitate the job of mentors and center/unit staff in working with these students?

D. Graduate School Admissions

Findings:

Three quarters of the graduates who applied to graduate school were accepted

(Table 10). Forty-five percent of the graduates that applied experienced some difficulty gaining admission to graduate school (page 20).

Discussion:

For those individuals going on to graduate or professional school, ESC's non-traditional program seemed to be preparing them for entry. Although this study discussed certain admissions difficulties, the basic concepts of the College and the transcripts of student work on the whole did not seriously affect a graduate's admission into the school of his choice. Since graduate schools are traditional in their operation and since each program, department or school has its own criteria for admission, ESC graduates could have encountered more serious problems here than they have.

The following suggestions may improve the admissions chances to graduate school. If a student knows he wants to attend graduate school, than graduate shool requirements should be researched and incorporated early into the student's degree program plan. For example, a student with a program in human development desirous of doing advanced work in psychology needs to know the statistics requirements set forth by many graduate schools. A similar procedure would be helpful for those students preparing for specially certified programs. For example, those students seeking certification in accounting (CPA), law, teaching, medicine or other fields could benefit from a degree program which identifies those undergraduate prerequisites necessary for such certification. As part of the task of setting up a degree program, the College can facilitate the student's progress by providing the student with various options as to which graduate school he might apply and what the prerequisites for entry are. However, it is up to the student to weigh those options and to exercise his freedom of choice as to whether his degree program should contain such work that may be required by a particular graduate school.

For some students there seemed to be an unfortunate lag from the time that they finished their contract work to the time that their digest and evaluations were completed and in the transcript file. This time lag became serious for several students who needed their transcript from the Registrar's Office quickly in order to gain admission to graduate school or to secure immediate employment. From the graduate's viewpoint, it seems that the College should put a special priority upon the final digest and evaluation so that once the contract work is completed there is a minimal delay in getting the graduate's transcript file in order.

Finally, some graduates offered suggestions from their experience about the content and form of their digest and evaluations. The D & E's should not be too short (less than one page) nor too long (more than 10 pages). Such D & E's contain either

too little or too much information to be useful to a future employer or graduate school admissions committee. These graduates indicated they preferred pithy, cogent statements that identified particular learning competencies and skills they had developed at the College rather than statements about what books they had read or papers they wrote or experiences they had. In addition, a brief explanation of what a learning contract is and what actual work was done by the student in meeting the contract's objectives was helpful. These graduates expressed the view that an assessment of their strengths and weaknesses and growth from one contract to the next, in addition to the above items, give prospective employers and graduate schools a much better idea of who they were and improved their chances of getting hired or admitted into a graduate school.

E. Learning Contract Duration, Student Status and Mentor Workload

Findings:

Thirty-one percent of the contracts were two months or less in length (Table 4). Eighty-four percent of the graduates were full-time students (Table 3). Seventy-five percent of the graduates were employed full time while attending ESC. (Table 28).

Discussion:

Almost one-third of the graduates had learning contracts of two months or less duration. Forty-two percent of the graduates had learning contracts of three months duration while relatively few graduates (20%) had contracts of four months or more. Short contracts combined with the full-time status of almost all students intensified pressure on both the students and their mentors to keep up with contract deadlines. From the mentor or coordinator's viewpoint, setting up contracts for full-time students to complete in two months or less meant that relatively little time passed from the initial meeting with the student until he was back for contract evaluation. Such a combination of short contracts and full-time students intensified a cycle of paperwork - contracts must be written, resources identified and utilized and D & E's prepared.

There was some suggestive evidence that graduates with longer contracts tended to have greater satisfaction with their learning than those with shorter contracts. Data were not collected on this point in a systematic fashion and future research should explore this area. However, the question of the appropriate length of a learning contract should depend upon the student's educational objectives, his discussions with his mentor, the availability of learning resources and so forth. Considerations of paperwork and tight schedules are of secondary importance to the educational rationale for contract objectives and an assessment of the time needed to realize these objectives.

The question of full time or half time status is somewhat different from the length of a contract. Full time students at the College are able to complete their degree programs in a shorter period of time and to obtain the educational benefits of a more intense learning experience. A major advantage of half time student status is that learning can be spread out over a longer period of time, allowing a process of absorption and maturation to occur. Other responsibilities such as job, family and the community can be more easily accommodated by the half time student. From the mentors' viewpoint, on the other hand, a half time student may require as much mentor time and paperwork as the full time student. In the long run, half time students require more paperwork to be completed. Further, the greater the number of half time students a mentor carries at any given time means he is seeing twice as many students than he would with a full time student load.

Since so many graduates were working full time while taking full time learning contracts (75% and 84% respectively), some questions can be raised about the education effects of such arrangements. It has been argued that some students can incorporate their on the job learnings into a contract and thereby reduce the strains of working full time while taking full time contract work of 40 hours per week. Other students have worked out special arrangements with their employers which provide essentially time off the job to complete a degree. For other students however, the combination of full time employment and full time student status presents severe time pressures for keeping up with ESC work, increases strains on family relationships and sometimes leads to accommodations with ESC's requirements. The Research Office is planning to study more carefully how students and mentors manage this type of situation. Future research then, will provide a clearer sense of the various strategies that have developed their educational impact and costs for the College and the student.

When the data on length of contract and student status are examined together, the implications for workload become more evident. At least three options are available to both students and mentors to offset somewhat these pressures. First, extend the length of the learning contract to three or more months. This option reduces the workload pressure because fewer contracts have to be designed, written and implemented within any given time period. Second, convert more full-time students to half-time status. If more students were on half time instead of full time status, the learning experiences would be stretched out over a longer period of time allowing more breathing room for both student and mentor alike. A caveat to the second option is that too many half time students for a mentor may actually increase his workload. Many mentors argue that the work represented by two half time students is more than the equivalent of the work involved with one full time student. Third, combine the first and second options. By such a combination, a mentor may reduce the flow of forms within a given time period, may alleviate somewhat the psychological discomforts of a heavy workload and may provide a more relaxed context for learning.

F. Alternative Routes to Certification

Finding:

Some graduates encountered job and graduate school admissions difficulties because ESC did not have an appropriately certified program (Section II & III).

Discussion:

Those graduates encountering job difficulties due to lack of appropriate certification were mainly teachers. From the beginning the College has recognized the need to open up new routes to certification. In The Prospectus for a New University College explicit recognition was made concerning the development of new approaches to certification. The 1972 Master Plan requested support and approval for ESC to develop new routes to certification in four areas - business administration and management, allied health professions, education and community and governmental services. The Master Plan also indicated that such certification efforts would be set up with the cooperation and coordination of existing programs in the State University and independent college units. It was clear that ESC was not to duplicate or recreate the resources of existing programs. In the most recent Self Study Report, the College assessed its efforts toward alternatives in certification indicating that it has not succeeded so far. The College has no approved certification programs. There were considerable efforts in the early days of the College to develop a teacher certification program that would be approved by SUNY Central Administration and the State Education Department. The current oversupply of teachers and the uncertainty caused by the shift within the State to competency-based teacher education prompted the College to postpone these efforts indefinitely.

- To the extent that some graduates continue to need alternatives to the present certification arrangements, the College may wish to study this matter further. Additional research and further discussion may lead the College to provide new opportunities for those students in the professional/vocational mode of study.

G. Desirability of an ESC Graduate Program

Findings:

Eighty-four percent of the graduates expressed an interest in applying to a master's program if ESC had one (Table 13).

Discussion:

ESC graduates expressed a tremendous desire for advanced education. This need was further supported in the response of the graduates to the desirability of ESC establishing its own master's program. The success of the College to date in opening up new ways to provide undergraduate education has generated enthusiasm and support for a similar program at the graduate level. This need for a graduate program is further reinforced when ESC rate of application to graduate schools are compared to similar nontraditional institutions. For example, the first preliminary study of graduates at Minnesota Metropolitan State College showed that about 12% applied to a graduate school whereas among the Empire graduates 44% have applied to a graduate school. See Appendix B (pp. 48-50) for a fuller discussion of Minnesota's educational program and characteristics of its first graduates. Since ESC is moving toward full accreditation of its undergraduate programs, the next innovative step of the College may be at the graduate level.

Many graduates have expressed dissatisfaction with the traditional routes to graduate school that are currently available to them. Citing the need to work full time and the inability to afford expensive private or out-of-state innovative graduate programs, ESC graduates are searching for some New York State graduate level counterpart to the undergraduate program they have completed. Although there are few such programs in existence, the College could act as a clearinghouse of information about existing or proposed graduate programs that are appropriate for ESC type graduates.

Postscript

This study of ESC graduates is the fourth in a continuing series of such studies. The data reported in this study are one year old. Since the time these graduates were surveyed, Empire State College has graduated some 522 people. Given the large number of recent graduates and the continuing evolution of the College's program, some questions could be raised about the representativeness of the findings reported here.

The Office of Research and Evaluation does not think that more recent graduates differ substantially from the group described in this report. This preliminary judgment is made on the basis of two other research studies: first, we have found no major differences in background characteristics of students who recently graduated from those in this study; and second, data from a sample of 60 very recent graduates in the mini cost/effectiveness study have not revealed new problems ESC graduates are experiencing in the work world or in securing admission to graduate school. Since the College has some 522 new graduates, however, the full answer to the question of representativeness awaits the next graduate study. The Research Office will conduct the next study of ESC graduates during the late fall of 1974.

APPENDIX A

Glossary of Terms Related To The Academic Program

Mentor	faculty member of the College who works with the student in constructing a degree program; who counsels students in academic matters; who may provide direct instruction; who is responsible for marshalling appropriate resources necessary for the student to carry out the degree program, and provides overall evaluation of the student's work.
Coordinator	mentor with specialized function of administering one of the Learning Units of the College; is responsible for academic and administrative quality of the Unit.
Adjunct Faculty Member	a person with special skills or knowledge who is retained by the College to work with students on a part-time basis.
Tutor	a person with particular skills or knowledge who is retained by the College to advise, instruct or evaluate a student or students on a particular occasion or occasions.
Program of Study	Program of Study (in caps) refers to the student's educational plan, which includes work done prior to and while enrolled at the College; program of study refers to work done under contract at the College. In late 1973, it was necessary and more useful to adopt a new vocabulary. Degree program now replaces Program of Study, referring to the students whole educational plan.
Degree Program	the individual program of the student, including prior learning and contract learning, with the appropriate mix of concentration and general learning; the governing planning document for the student's work at ESC.
Learning Contract	a specific written guide of study and approach for a particular period of time, developed by the student and Mentor; the short-range aims of the learning contract are applicable to the goals of the student as outlined in the degree program.

Digest and Evaluation	a digest of the learning that took place under a single learning contract and an evaluation of that learning prepared by the Mentor. The Digest and Evaluation is read, approved and signed by the student and the Dean or his designee as well.
Assessment of Evaluation	process by which the student's previous educational experience, both formal and informal, is judged for academic credit; goals of the student and educational objectives of the College guide the judgment of the faculty committee.
Concentration	that component of the degree program that addresses the central elements of the student's specific goals and is in one or more of the areas of study offered by the College.
General Learning	that component of the degree program that provides breadth to the student; may, in certain cases, address the student's specific goals.
Contract Month	the academic credit unit of Empire State College; the amount of credit awarded for the completion of the equivalent of four weeks of full-time study.
Module	special study guide prepared by and for Empire State College; an instructional resource particularly suited for contract mode of instruction at the College.
Independent Study	much of the student work done at Empire State College is done in the independent study mode. In this sense, independent study entails assistance from a Mentor or tutor in planning a program of study and in evaluating it when it is concluded but relatively little direct instruction.
Independent Study Course	in addition to independent study in the general sense described above, Empire State College offers the State University of New York Independent Study courses. These are structured course syllabi and readings that also may be incorporated in learning contracts.

APPENDIX B

Methodology of the Study

The study of ESC graduates was conducted in two phases. During August 1973, the Research Office constructed a questionnaire which was mailed out to all the graduates of the College since its beginning in the fall of 1971. Table 22 provides the data on the response rate for the mailed questionnaires. The total response rate for BA and AA graduates was 91 percent. Since the AA/AS graduates were removed from the graduate survey and will be the subject of a subsequent Research and Review, the response rate for only the BA/BS graduates was 93 percent.

In order to obtain such a high response rate, a follow-up questionnaire was mailed to all those graduates who did not respond initially. This follow-up resulted in a substantial number of responses. Finally, for a small number of nonrespondents, a phone interview was conducted and this yielded ten more graduate responses. Thus, only a small number of nonrespondents were left.

The second part of the study involved an analysis of each graduate's admissions file so that the background information reported in Section I and Appendix B could be tabulated. This analysis included a careful examination of each graduate's admissions prospectus, his learning contracts, his program of study (if present) and his request for advanced standing. On the basis of reading this information, the research staff coded the data as presented in Tables 1-8 and Tables 23-29.

TABLE 22

ESC Graduates Responding to the Survey

Category of Response	Number of Graduates*	Percent Response**
Number of questionnaires sent out	154	100
Number of questionnaires received	146	95
Number of graduates not responding	8	5
Deceased graduates	2	1
Graduates without a forwarding address	4	3
Total Unusable Returns	6	4
Number of graduates with a BA/BS degree	131	85
Number of graduates with an AA/AS degree	10	6
Total Usable Returns***	141	91

*At the time this study was initiated, ESC had graduated a total of 170 students. The figure of 170 graduates is based upon all those students who had been recommended by the President to the Trustees for degrees as of September 1, 1973. The names utilized by the Research Office for the questionnaire sent out August 17, 1973 were drawn from a list supplied by the President's Office as anticipated for September 1st. Unfortunately, this list did not include 16 graduates from a supplemental graduation list that made the total number of BS/BA graduates as of September 1, 1973. Therefore, the total number of questionnaires mailed out to ESC graduates was 154.

**All percentages in this column are computed from a base of 154 questionnaires sent out.

***Response rate for BA/BS graduates (131 of 140) was 93 percent. The base of 140 is derived from the total number of questionnaires sent out (154) less the AA/AS graduates (10), less the deceased graduates (2) and less those AA/AS graduates who did not respond (2).

APPENDIX C

General Background Characteristics

The following information presented in this section was obtained from the Admissions Office files on each graduate.

A. Sex

Fifty-three percent of ESC graduates were female. Research and Review #8, which surveyed 500 out of the 1500 students enrolled in the College as of May 1973, showed 45 percent of current students to be female. Thus, more female students persisted to graduation than did males. There is no clear explanation at this time as to why this pattern of reversal between enrolled female students and female graduates exists.

TABLE 23

Sex of ESC Graduates

Sex	Number	Percent
Male	62	47
Female	69	53
Totals	131	100

B. Age at Time of Admission

Table 24 presents the age distribution for the graduates. The age range of the graduates is from 19 to 72, a span of 53 years. The average age of ESC graduates was 40. Compared with the data in Research & Review #8 where the average age of current students was 33.5, the graduates were almost seven years older. Thus those students who persisted to graduation were older students.

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Nine percent of the graduates were under 25 years of age and 21 percent were over 50 years of age. Thus 70 percent of ESC graduates are between the ages of 25 and 50. The two graduates over age 65 were a 67 year old attorney and a 72 year old actress, both affiliated with the Metropolitan Learning Center. The youngest graduate is a 19 year old man, a mental health worker who studied education for the emotionally disturbed to receive a B.A.

TABLE 24

Age of ESC Graduates at Time of Admission

Age Category	#Graduates	Percent
Under 21	3	(2)
21 - 25	10	(7)
26 - 30	21	(16)
31 - 35	12	(9)
36 - 40	23	(18)
41 - 45	21	(16)
46 - 50	14	(11)
51 - 55	18	(14)
56 - 60	7	(5)
61 - 65	0	(0)
Over 65	2	(2)
Totals	131	(100)

C. Marital Status

Table 25 reveals the marital status of ESC graduates. Eighty percent of the graduates are married and 14 percent are single. All of the graduates in the "divorced" category (4%) were female with most of them in the 25-30 year age group. The other category includes one graduate who obtained an annulment and one who obtained a legal separation. Both of these graduates were female. If we contrast these data on graduates with the data in Research and Review #8, we find that only 57 percent of the current students were married and 34 percent were single. There is a substantial shift in the marital status of those students who finally graduate.

TABLE 25

Marital Status of ESC Graduates

Marital Status	#Graduates	Percent
Married	104	(80)
Single	19	(14)
Divorced	5	(4)
Widowed	1	(1)
Other	2	(1)
Totals	131	(100)

D. Reasons for Attending Empire State College

The first graduates of ESC came to the College for a variety of reasons as specified in their admissions prospecti. Table 26 summarizes these reasons. Scheduling flexibility, allowing the student to pursue his program of study without disturbing his daily routines, and an appeal of philosophy which offers the student an opportunity for independent and individualized study, were the two outstanding reasons given for choosing ESC. These two reasons accounted for 58 percent of the responses to the question.

Credit for prior experience and credit for prior formal education each received 10 percent of the responses. The reason "quickest way to get a degree," was mentioned by only 8 percent of the students. Convenience of location was

mentioned by 7 percent of the students as they indicated that they appreciated not having to travel long distances to attend ESC. As the data in Table 26 shows, low cost was not a significant reason for attending ESC.

TABLE 26

Reasons for Attending ESC

Reason	Number of Graduate Responses*	Percent
Scheduling flexibility	72	(30)
Appeal of philosophy	69	(28)
Credit for prior experience	25	(10)
Credit for prior formal education	24	(10)
Quickest way to get degree	20	(8)
Convenience of location	16	(7)
Interest area not offered elsewhere	9	(4)
Low cost	4	(2)
"On-the-job" training	3	(1)
Recommendation of another college administrator	1	(0)
Totals	243	(100)

*M[illegible] graduates gave more than one reason for attending

E. Estimated Previous College Experience

Table 27 presents the graduate's perception of how much previous college level work he had completed prior to entering ESC. Since Admissions Office forms have changed several times during the past two years, the responses to this general question have been coded into the categories specified in the table. For example, if a student checked on one form 2-3 years previous college work, it was coded as 2-1/2 years.

Twenty percent of ESC graduates had 2 or 2-1/2 years of previous college work and 67 percent of ESC graduates estimated they had 3 or 3-1/2 years of college work. Eight percent of the graduates reported they had more than 3-1/2 years of college work. Some of these graduates indicated at the time of their

admission that their present job required them to be functioning on a post-graduate level. It is clear from the data in Table 27 that five percent of the graduates had less than two years of college work. Thus 95 percent of the graduates had 2 or more years of previous college level work in their judgment.

TABLE 27

Estimated College Level at Time of Admission

Estimated College Level	#Graduates	Percent
0	3	(2)
1 year	4	(3)
1-1/2 years	1	-
2 years	20	(15)
2-1/2 years	6	(5)
3 years	69	(54)
3-1/2 years	17	(13)
More than 3-1/2 years	11	(8)
Totals	131	(100)

F. Comparison of ESC Graduates and Current Students

In order to pull together a demographic profile of ESC graduates and current students from the preceding tables, the following table compares these two groups on selected characteristics. As the data reveals, the graduates are older on the average, are more likely to be female, are more likely to be married, are more likely to be employed, and have much greater previous college experience than the 500 students surveyed in May 1973. When comparing reasons for attending ESC, the graduates rank slightly higher scheduling flexibility, credit for prior formal education, quickest way to get a degree and convenience of location. Almost all of these ranking differences cluster around the ESC delivery system which is uniquely designed to meet the needs of students who cannot enroll in a traditional program on a campus. The graduates, then, more than the current students, were able to take advantage of ESC's delivery system. One trend that comes out from these comparisons is that the student who does not become a graduate is younger, male, single, more likely to be unemployed and has less previous college experience.

TABLE 28

Selected Characteristics of ESC Graduates and Current Students

Characteristic	ESC Graduates (August 1973)	Current Students (May 1973)
Age:		
Average	40	33.5
Range	19-72	16-66
25 and under	9%	15%
50 and older	21%	19%
Sex:		
Male	47%	55%
Female	53%	45%
Marital Status:		
Married	80%	57%
Single	14%	34%
Divorced/Separated	6%	9%
Previous College Experience:		
Less than two years	5%	34%
two-three years	20%	(
Three years or more	75%	(66%
Employment:	75%	54%
Reasons for Attendance Ranked:		
Scheduling flexibility	1	2
Appeal of educational philosophy	2	1
Credit for prior experience	3	3
Credit for prior formal education	3	5
Quickest way to get a degree	5	6
Convenience of location	6	NA*
Interest area not offered elsewhere	7	4
Low cost	8	NA

*NA indicates that the particular reason was not applicable to the current student survey.

G. Comparison of ESC Graduates and Minnesota Metropolitan State College Graduates

We have obtained from the Office of Institutional Research at Minnesota Metropolitan State College a statistical profile of their first 59 graduates. MMSC is a community-based college operating in the Minneapolis-St. Paul metropolitan area and is part of the Minnesota State College System. MMSC is an upper division college serving students who have received their first two years of college at another institution or who have presented evidence of college level learning through life experiences. The bachelor of arts is the only degree granted. Students file educational pacts with the college identifying their competencies, how they were attained and what learning programs they will undertake in order to fulfill the requirements for the degree.

Since MMSC is similar in many ways to ESC, we have prepared Table 29 which compares selected characteristics of these graduates. What is striking about this comparison is the similarity of the background characteristics of the graduates. MMSC graduates are slightly older than ESC graduates while the sex and marital status distributions are virtually the same. ESC graduates have substantially greater amounts of previous academic experience which is somewhat surprising given the fact that MMSC is an upper division college. However, it may be that MMSC graduates receive more life experience rather than academic credit than do ESC graduates. Data are not available to make this comparison.

When examining the graduate school experiences, almost half of ESC graduates had applied to some graduate school while less than 12 percent of MMSC graduates had applied. A greater proportion of ESC graduates were accepted by various graduate schools and slightly more ESC graduates were rejected than MMSC graduates. Because there are so few MMSC graduates applying to graduate school, however, these comparisons must be taken only as a preliminary indication of differences between the two colleges. MMSC is in the process of completing another study of 101 graduates which should be more comparable to the ESC study.

TABLE 29

Selected Characteristics of ESC and MMSC Graduates

Characteristic	ESC Graduates (N=131)	MMSC Graduates (N=59)
Age:		
Average	40	43
Range	19-72	22-69
21 and under	2%	0%
50 and older	21%	28%
Sex:		
Male	47	49
Female	53	51
Marital Status:		
Married	80%	83%
Single	14%	NA*
Divorced/Separated	6%	NA
Previous College Experience:		
Less than two years	5%	15%
Two-three years	20%	54%
Three years or more	75%	31%
Graduate School Experiences:		
Total Number Applying	57	7
Accepted	42 (74%)	3 (43%)
Rejected	11 (19%)	1 (14%)
Pending	4 (7%)	3 (43%)

*NA indicates that the information was not available in the report.

APPENDIX D

Major Occupational Categories and Criteria Used to Classify Positions

Methodology Employed

The Research Office staff have faced particular difficulties in devising a workable classification scheme for ESC students' occupational information. Because ESC students are older and often presently hold major responsible jobs while at the same time they seek a baccalaureate degree, the usual procedures for classifying occupations according to a census type system have not proven satisfactory. In this study, the procedure used is as follows: on the basis of a specific question asked about the respondent's occupation on the graduate follow-up survey, on the basis of the job recorded on the admissions prospectus and SUNY D1 form, and on the basis of a review of the respondent's learning contracts and other documents contained in the admissions office files, the research staff was able in most cases to clarify, specify and compare occupational information about each respondent in order to improve the accuracy of the coding process. Even with this procedure, some occupational information was incomplete, omitted or stated so generally (i.e. general job titles without a context for interpreting the responsibilities, etc.) that the final classification was more or less an arbitrary decision by coders. Each occupation was classified by two independent judges and in special cases of disagreement, additional judges were asked to rate an occupation.

The basic classification scheme utilized in previous Research & Reviews (i.e. Research & Review No. 10) is taken from those categories developed by the Bureau of the Census. (See also Blau and Duncan, The American Occupational Structure, 1967). The research staff have continually refined these categories and added several new ones to fit the reality of ESC student's occupational history. Therefore, on the basis of the job data ESC has on its students (via college documents) and on the basis of the following definitions and criteria, we classified respondents into these groups for analytical purposes.

1. Professional

Those individuals who have obtained certification in their occupation either by a formally accredited degree program, by advanced or graduate level education and training, or by work experience and demonstrated competence in a position at a level specified by members of that profession

are classified in this category. Although students at ESC are seeking a four-year baccalaureate degree and thereby are not usually considered eligible for a professional position, there are students here who qualify for professional positions on the basis of a) completing specialized professional training programs in certain areas (e.g., registered nurses, divinity school graduates, pharmacy school graduates) or the basis of b) obtaining certain on-the-job experience that qualifies the individual to function as a professional. Such individuals were found in selected therapist positions, teaching positions and certain social service areas who worked in the same capacity as fully certified four-year degree holders.

Illustrative Job Titles

a) Occupations at the Time of Admission

Attorney
Registered Nurse
School Nurse Teacher
Nurse-Anesthestist
Nurse and Assistant Drug Program Coordinator
Nursing Coordinator and Instructor
Music teacher with substantial background, training and professional ability
Accountant (CPA)
Pharmacist
Elementary or Secondary School Teacher holding Permanent Certificates
Community College/ Junior College Teachers and Instructors
Assistant Professor - Hotel Technology Program, Sullivan County Community College
Teacher, BOCES and Adirondack Community College
Clergyman

b) Occupation at the Time of the Survey, Fall 1973

Teachers - Elementary or Secondary holding a Permanent Certificate
Law Teacher - University Level
Obstetrics Nurse
Registered Nurse
School Nurse
Nurse - Anesthetist
Nursing Supervisor - Hospital
Manufacturing Engineer - Ford Motor Company

Nurse Coordinator - Hospital
Pharmacist and Drug Store Owner
Assistant Professor, Hotel Technology Program, Sullivan Community College

2. Semi Professional and Paraprofessional

Individuals in this category may have certain licenses (provisional or temporary) which allow them to perform semi-professional activities or have specialized training and on-the-job experience which is substantial but not equivalent to the four-year degree certified professional.

Illustrative Job Titles

a) Occupation at the Time of Admission
Adolescent Drug Specialist, Queens General Hospital
Assistant Personnel Director
Teaching Assistant or Aide - Elementary School
Veteran Counselor and Guidance
Activity Therapist, Crisis Intervention Unit, Psychiatric Hospital
Child Care and Counseling Specialist
Teacher - Industrial Arts and Occupational Subjects
Part time - English Teacher (substitutes)
Social Service Investigator
Research Associate - Department of Mental Hygiene
Health Consultant
Psychiatric Rehabilitation Worker
Senior Counselor - Drug Program
Child Development Counselor
Labor Consultant
Information Coordinator, State Assembly, Legislature of New York
Public Relations - State Comptrollers Office
Narcotics Correction Officer
Pre-school Teacher
Community Worker - New York State
Occupational Therapist and Consultant
Assistant Teacher - Open School
Nursery School Supervisor
Administrative Assistant to a SUNY Campus President

b) Occupation at Time of Survey, Fall 1973
Assistant Personnel Director
Office Practices Teacher, BOCES School

Substitute Teacher
Activities Therapist, Crisis Intervention Unit, Psychiatric Hospital
Nursing Home Coordinator, Eleanor Roosevelt Developmental Services Unit
New York State Department of Mental Hygiene
Counselor, Parole and Probation Department, State of Massachusetts
Teacher - Pre-vocational Shop - Disturbed and Brain Damaged Class
Director and Art Therapist, Creative Expression Workshop
Health Consultant
Psychiatric Rehabilitation Worker
Parochical School Teacher - Provisional Certificate
Public Relations, State Controllers Office
Narcotics Correction Officer
Program Activites Consultant (part-time) to Nursing Homes
Community Mental Health Worker
Teacher (part-time) at Women's Career Guidance Center at Rochester
Institute of Technology
Library Assistant, American School in London

3. Executive or Managerial

Individuals are classified in this category if they have job responsibilities at the upper levels of an organization and engage in policy making activities. This group includes not only private enterprise type organizations but public agencies, labor unions and voluntary associations.

Illustrative Job Titles

a) Occupation at Time of Admission

Labor Union President
Assistant Director and Dean of James Street Academy
Corporation President
Chairman, Board of Assessors

b) Occupation at the Time of Survey, Fall 1973
Labor Union President - Local
Corporation President
Chairman, Board of Assessors

4. Supervisor or Public Official

Those individuals who function in middle and lower management positions who have policy implementation responsibilities rather than policy making ones. Public officials includes policemen, firemen and civil service personnel at all supervisory levels except the very top.

Illustrative Job Titles

a) Occupations at the Time of Admissions

Shop Operations Manager, General Electric Company
Coordinator of Training, Social Services
Major, New York State Police - Director of Training
Captain, New York State Police Force
Coordinator, Health Occupation Education, City of Albany School District
Police - Senior Training Technician
Associate Director, Regional Opportunity Center of CUNY
Union Representative
Senior Investigator, Department of Social Services
Facility Director, SUNY Urban Center at Schenectady
Director of Public Library
Business Agent for a Labor Union
Principal Clerk and Supervisor - New York State
Supervisor EEG-EKG, Vassar Hospital
Chief Inspector, Downstate Bureau of Division of Industrial Safety Service
Director, Nursery School
Supervisor, Instructional Media Center, Hudson Valley Community College
Chief Investigator, Public Defender's Office
Director, Development and Construction, Contracting Officer, Housing Authority, New York State
Supervisor, Graphic Display Facility, General Electric Company

b) Occupation at Time of Survey, Fall 1973

Shop Operations Manager, General Electric Company
Director of Personnel and Staff Development Coordinator, Department of Social Services, State of New York
Major, New York State Police
Senior Training Technician, New York State Police, Department of Civil Service
Associate Director, Regional Opportunity Center, CUNY
Senior Investigator, Department of Social Services
Facility Director, SUNY Urban Center at Schenectady
Director of a Public Library
Business Agent for Labor Union

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Principal Clerk and Superviosr - New York State
Supervisor EEG-EKG - Vassar Hospital
Principal Social Service Management Specialist, New York State, Department of Social Services
Chief Inspector, Downstate Bureau of Division of Industrial Safety Service
Director, Southern Tier SUNY Education and Training Network
Chief Inspector, Public Defender's Office
Associate Facilities Administrator, Xerox Corp. Research & Development Unit
Niagara County Health Department, Public Health Sanitarian
Director, Development and Construction, Contracting Officer, Housing Authority, New York State
Manager and Supervisor of Administration for Purchasing, Kodak Company
Supervisor, Graphic Display Facility, General Electric Company

5. Technical

This category encompasses those jobs in highly specialized and technical fields like computers, statistics, health services and research which are not managerial, supervisory, or semi-professional in nature.

Illustrative Job Titles

a) Occupation at Time of Admission
Senior Research Technician
Medical Technologist III
Computer Programmer/Analyst
Statistical Analyst
Senior Systems Analyst
Senior Environmental Health Technician
Medical Lab Technician (Blood Bank)

b) Occupation at Time of Survey, Fall 1973
Research Chemist
Medical Technologist III
Computer Programmer/Analyst
Statistical Analyst
Senior Systems Analyst

6. Small Business/Farm Ownership

Individuals classified in this category include owners and operators of small private enterprises or farms.

Illustrative Job Titles

a) Occupation at Time of Admission
Owner, Used Furniture Store
Operator of Sewing Business (part-time)

b) Occupation at Time of Survey, Fall 1973
Director, Occupations, Inc. (local consulting service) Newburgh, New York
Corporation President of Personnel Consulting Firm - Executive Searches (small size)

7. Skilled Trades

Those individuals employed in highly skilled manual trades or skilled factory jobs such as tool and die maker, machinist, etc.

Illustrative Job Titles

a) Occupation at Time of Admission
Carpenter

b) Occupation at Time of Survey, Fall 1973
Head Dinner Chef, Holiday Inn

8. Semi-skilled, Unskilled, Clerical and Sales

Those individuals employed as apprentices in construction, heavy industry, manual trades, sales personnel, clerks and secretaries and low level administrative assistants. The unskilled category encompasses those jobs with little or no specialized training and/or education, such as general laborer, farm laborer, or hourly domestic housework.

Illustrative Job Titles

a) Occupation at Time of Admission
Secretary to Supervisor in a Psychiatric Institute
Clerk

b) Occupation at Time of Survey, Fall 1973
Salesman - Automobiles
Secretary to Director of New Rochelle Public Library
Clerk
Assistant to Finance Advisor
Ward Aide, Eleanor Roosevelt Developmental Services Unit, New York State Department of Mental Hygiene

9. Art and Interior Design

Individuals were classified in this category if they held jobs in the graphic arts and interior decorating as well as creative arts, i.e. music, acting, writing, etc.

Illustrative Job Titles

a) Occupation at Time of Admission
Actress, New York City
Interior Designer
Producer and Entertainer, Writer
Graphics Artist

b) Occupation at Time of Survey, Fall 1973
Producer, Entertainer, Writer
Actress
Interior Designer

10. Housewife

Individuals are classified in this category if they identify themselves as housewives. Some housewives may be engaged in part-time or full-time volunteer activities with significant leadership responsibilities but they are not paid for their work. If such activity does receive remuneration, the individual would be classifed in another category.

11. Student

Those individuals are so classified if they are enrolled in some kind of post-secondary educational institution on more than a part-time basis. This enrollment can be at the undergraduate or graduate level.

12. Unemployed

Individuals are classified in this category if they so indicate on their ESC documents or it can be determined from information available.

13. Unknown

Individuals are classified in this category if their occupation is unknown and no information could be provided by the ESC documents used in this study.

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APPENDIX E

Modifications of Master Plan Areas of Study Categories

In coding each graduate's area of study, the Research Staff faced the task of specifying further the content of the Master Plan categories. In addition, the coding decisions were made on the basis of the graduate's own area of study statement (if that existed in his file) and on the basis of a content analysis of the graduate's completed learning contracts. In several cases, the decision to code a graduate's program of study into one of the Master Plan areas of studies was difficult as two categories seemed to apply. Each such decision was coded by two judges and discussed at length before arriving at the final code. The category education and social services is unwieldly and does not reveal the range of programs being pursued in this area. Cultural Studies, the Arts and Human Development categories also presented coding decisions that don't reflect well the actual work completed by our graduates. The following modifications and additions are listed below for each Master Plan area of study.

The Arts: Studies in appreciation, history, criticism, and performance especially in painting, sculpture, music, drama, and the mass media; studies in perception. (From the Master Plan, 1972, Research Office added the fields of literature, architecture and literary criticism.)

Cultural Studies: Usually comparative studies in literature, popular culture, and religion; social history, social psychology; cultural anthropology. (From the 1972 Master Plan, Research Office added foreign languages, psychiatric counseling and parapsychology. Literature was only included if the focus was on comparative studies beyond one society.)

Social Theory: Studies in philosophy (including the philosophy of science), intellectual history (including the history of science), political theory, and psychohistory. (No changes made by the Research Office.)

Political Economy: Studies in the relationships between politics, economics, and sociology; political and economic history; labor studies; history of technology; and anthropology. (From the 1972 Master Plan, Research Office added anthropology removed from this classification since cultural and physical anthropology appear in 2 other categories. Law, labor, and crime added to this category.

Human Development: Studies in the evolution of the species: individual psychosocial development, physical anthropology, biology. (From the 1972 Master Plan, Research

Office included Human biology as opposed to biology in general, personality theories and portfolio preparation.

Science and Technology: Studies in concepts common to the sciences, e.g., stability, structure, control, growth, and entropy; the application of science to social needs, including allied health. (From the 1972 Master Plan. Research Office included math, biology(except human), ecology and environmental studies. Research oriented health programs were so classified.

Business Administration and Professional Studies: Studies in the structure and administration of organizations, including management, production, finance, and marketing; systems analysis; applied economics. (No changes made by the Research Office.)

Education and Social Services: Studies in the nature of learning; child development and education; histories, philosophies, administration, and comparative programs in education and social services; institutionalization of agencies including social and political issues; communication skills; field work and related practical education and social service experience. (From the 1972 Master Plan. Research Office included library science and public health (community & field work). Journalism was added because of the emphasis on communication skills outlined in category.

APPENDIX F

TABLE 30

EMPIRE STATE COLLEGE

Graduation Statistics

Graduation Date	Number of Degrees Rewarded B.A.	B.S.	A.A.	A.S.	Total
9/5/72	22	3	3	-	28
12/1/72	8	1	-	2	11
2/1/73	2	-	-	-	2
3/1/73	4	1	-	1	6
4/1/73	3	3	-	-	6
5/1/73	12	2	-	1	15
6/1/73	10	4	-	-	14
7/1/73	10	2	1	-	13
8/1/73	9	11	3	-	23
9/1/73	28	20	3	1	52
10/1/73	15	4	-	2	21
11/1/73	27	14	-	1	42
12/1/73	12	13	1	2	28
1/1/74	17	12	1	-	30
2/1/74	28	12	4	-	44
3/1/74	34	15	3	-	52
4/1/74	29	24	1	-	54
5/1/74	23	13	2	-	38
6/1/74	23	21	2	1	47
7/1/74	28	15	2	-	45
8/1/74	30	14	-	-	44
9/1/74	40	34	2	1	77
TOTALS	414 (60%)	238 (34%)	28 (4%)	12 (2%)	692

TABLE 31

ESC Graduates by Learning Facility

September 1, 1974

Learning Facility	Number	Percent
Genesee Valley Learning Center	170	25
Northeast Learning Center	158	23
Long Island Learning Center	199	29
Metropolitan Learning Center	109	16
College Wide Division	45	7
Totals	681	100

APPENDIX G

EMPIRE STATE COLLEGE
STATE UNIVERSITY OF NEW YORK
SARATOGA SPRINGS
NEW YORK 12866

August 17, 1973

Dear

Periodically, Empire State College has requests from several sources, including state agencies and other colleges and universities, about our recent graduates. The College also wants to keep up to date about the progress of its graduates. Therefore, we ask that you take a few minutes to answer the following questions.

1. Have you applied to graduate school? Yes_____ No_____
   If yes, where?

2. Have you been accepted? Yes_____ No_____
   If yes, where?

   Are you presently attending or will be attending this institution by fall 1973? Yes_____ No_____

   Have you been rejected by any college? Yes_____ No_____
   If yes, which college? Do you know why?

3. As an ESC graduate, have you experienced any difficulties in seeking admission to graduate school? Yes_____ No_____ If yes, please identify.

As far as you know, has ESC done anything to help you resolve these difficulties? Yes_____ No_____ If yes, what?

4. If Empire State had a master's program, would you apply? Yes_____ No_____

5. If you are not going to attend graduate school by this fall, what will you be doing? (Be specific as to job or activity)

Have you experienced any difficulties in seeking employment with an ESC degree? Yes_____ No_____
If yes, what?

Have you experienced any problems in maintaining your present employment with an ESC degree? Yes_____ No_____ If yes, what?

6. Have your employment circumstances improved (e.g., job security, higher pay, job promotion, greater responsibilities) as a direct result of having an ESC degree? Yes_____ No_____

Did this occur in the same job?_____ A new job?_____

Have you obtained other benefits as a result of your ESC experience?
Yes_____ No_____ If yes, please identify.

7. If your address has changed, please indicate your name and address here.

_____ _____ _____
(Last Name) (First Name) (Middle Name)

(Address)

(City) (State) (Zip)

Please return the questionnaire in the enclosed prepaid envelope.

Thank you.

Ernest G. Palola
Office of Research and Evaluation

Enclosure

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APPENDIX H

Name_____ Sex____ Age____; MS_____ Degree_____

I. Occupation_____

Reasons for attending ESC:_____

_____

_____

Coded as:_____

Estimated College Level:_____years

II. ESC Experience: Learning Center:_____

As Awarded:_____mo; By Transcript_____; By Life Experience_____

LC #1 Mentor:_____; Duration:_____mo; FT or HT; Modules_____

Focus:_____

_____

Coded As:_____(MP Category)

LC #2 Mentor:_____; Duration:_____mo; FT or HT; Modules_____

Focus:_____

_____

Coded As:_____(MP Category)

LC #3 Mentor:_____; Duration:_____mo; FT or HT; Modules_____

Focus:_____

_____

Coded As:_____(MP Category)

LC #4 Mentor:_____; Duration:_____mo; FT or HT; Modules_____

Focus:_____

_____

Coded As:_____

Area of Study (MP Categories)_____

Coded As:_____

Comments:

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APPENDIX I

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